

**Northwestern Special Education
2011-2012 School Year**

Table of Contents

Contact Information – page 2

Special Education Staff Directory – page 3

Special Education Programs for Students with Disabilities – pages 4 & 5

Intervention Program – pages 6 & 7

Types of Service – page 8

Scheduling IEP Meetings – page 9

Planning for IEP Meetings – page 9

IEP Meetings – page 10

Timelines – page 11

Evaluation/ Reevaluation Procedures – page 11

NOREPs - page 11

Paraprofessionals – page 11

Caseload – page 12

Procedural Safeguard Notice – page 12

Specially Designed Instruction (SDI) Distribution– page 12

Restraints – page 12

Restraint Report Form – page 13

Present Levels of Academic Achievement & Functional Performance – page 14

How Disability affects Progress – page 14

Goals & Objectives – page 15

Progress Monitoring – page 15

Specially Designed Instruction (SDI) – page 16

Related Services and Supports – page 15

Extended School Year (ESY) – page 17

Educational Placement – pages 17 & 18

Functional Behavior Assessment (FBA) – pages 19-23

Positive Behavior Support Plan (PBSP) – pages 24 - 26

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Staff Directory

Northwestern Elementary

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Springfield Elementary

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Northwestern Middle School

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Jan Hemmis, Paraprofessional Aide
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Northwestern High School

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Jackie Bean, Learning Support (11-12), ext. 1316, JBean@nwsd.org
Sharon Mahoney, Learning Support (9-12), ext. 1237, SMahoney@nwsd.org
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Sandy Henley, Paraprofessional Aide
Jane Miniaci, Paraprofessional Aide
Linda Braden, Paraprofessional Aide

SPECIAL EDUCATION PROGRAMS FOR STUDENTS WITH DISABILITIES

A. Types of Support NWSD endeavors to support students with disabilities in the regular classrooms and general curriculum through the provision of supplemental aids and supports to the greatest extent appropriate. The District operates programs for students identified as having a disability in accordance with Chapter 14 of the Pennsylvania School Code in the following areas:

- 1. Autistic Support** is available for students diagnosed along the Autism Spectrum. Services may range from supporting students in the regular classroom to those who are in need of intensive services in a highly structured, specialized environment. Students in need of concentrated support may attend classes in the local area. Autistic Support classrooms are operated in conjunction with the Northwest Tri-County IU# 5.
- 2. Blind and Visually Impaired Support** students have a medically diagnosed degree of limited visual acuity that interferes with normal mobility, access, or performance. Students in NWSD who have need for this type of Support typically receive Blind/Visually Impaired related services as a component of their IEP. Assistive Technology and Braille services are provided for students as determined by their IEP teams.
- 3. Deaf and Hard of Hearing Support** students have a medically diagnosed degree of limited auditory acuity that interferes with normal mobility, access, or performance. Students in NWSD who have need for this type of Support typically receive Deaf and Hard of Hearing related services as a component of their IEP. Educational Interpreters who meet state qualifications are available as determined by the IEP team to work individually with students during instruction and/or social activities. There is a hearing impaired classroom operated by IU#5.
- 4. Emotional Support** programs are for students whose behavior interferes with their ability to learn and progress within the general curriculum in the regular education setting. Students may participate in this program in varying degrees of inclusion into the regular education classroom depending upon their behavioral competencies. Itinerant, supplemental and full-time time support is available to students from K-12 in conjunction with other support programs in all district buildings; intensive services for students in need of a greater degree of support is provided in Northwestern Elementary, Northwestern Middle School, and Northwestern High School.
- 5. Learning Support** is provided for students who are primarily in need of academic intervention and support. Students participating in Learning Support programs may include those identified with a specific learning disability, mild mental retardation, visual impairment, hearing impairment, emotional disturbance and/or orthopedic impairments as well as students diagnosed along the autism spectrum. Students may participate in this program according to degree of need relative to types of instruction and percentage of time away from their typical peers. Learning Support classes are located in all schools within the district. Collaborative Instruction classes provide support through co-teaching at the secondary level by a content instructor and a special education teacher in the general education curriculum.
- 6. Life Skills Support** includes those students who demonstrate a greater degree of need for special education services due to more significant developmental delays. Students typically spend a portion of their school day outside the regular education classroom with emphasis on practical application of daily living skills. Students are most often identified as having a moderate to significant degree of cognitive disability, autism, or multiple disabilities. Due to the lower

incidence rate of these students needing support outside of the regular education setting, classes are located in Northwestern Elementary, Northwestern Middle School and Northwestern High School. All students are included in regular education classes to the greatest extent appropriate as determined by their IEP teams.

- 7. Multiple Disabilities Support and Physical Support** are available for students with handicapping conditions who demonstrate a need for specially designed instruction in order to progress academically. Students are typically assigned to special education programs according to cognitive ability and degree of need. Special education teachers as well as physical and occupational therapists provide services and monitor needs to ensure that appropriate accommodations are made.
- 8. Speech/Language Support.** Students in need of support to remediate significant language and articulation skills may receive consultative or direct services either individually or in groups. Speech and Language therapists facilitate the implementation of communication/assistive technology devices in special education student classrooms. Speech and Language support can be provided as a related service to students with other areas of disability or is offered as a stand-alone program for children in need of only that support.
- 9. Transition** Moving from one level of education to another creates many challenges. In order to facilitate as smooth of a transition for our students, the district offers Transition services at multiple levels, especially from Early Intervention into Elementary School and from High School to post-secondary life. The district also provides for additional supports as students move from elementary to middle, and middle to high school programs with mobility training, supplemental site visits, and scheduling considerations.
 - a. Early Intervention to School Aged** transition activities are conducted in the spring prior to the student's eligibility for entry into kindergarten. The district collaborates with EI providers such as the Intermediate Unit to evaluate preschool students with IEPs in order to determine their eligibility for services in the public school setting. IEPs are written for public school implementation prior to the student entering kindergarten.
 - b. Post-secondary Transition** refers to the supports established for all students with disabilities ages 14 and above. Individual Transition Plans (ITPs) written as a component of the Individualized Educational Program (IEP). Special Education teachers align goals within the IEP that are designed to assist students in moving from school to post-secondary life. The Guidance staff and special education teacher collaborate to develop a multi year vocational portfolio that is enhanced by annual instructional activities and information gathered from job shadowing opportunities, career exploration and vocational aptitude assessments.

INTERVENTION PROGRAMS

A. Autism Consultation Program NWSD contracts with the Northwest Tri County Intermediate Unit for an Autism Behavioral Specialist. She works with students in the district that have been identified as having an Autism Spectrum Disorder. She consults with district staff as well.

B. Job Coach NWSD contracts with the Northwest Tri County Intermediate Unit for a job coach that works with high school special education students for vocational experiences.

C. Speech/ Language services Therapists are available at all of our district school for both the provision of direct services as well as to consultation to teachers. These therapists, also referred to as Speech and Language Pathologists (SLPs), facilitate increased articulation and vocabulary development in regular and special education classrooms. SLPs also collaborate with all Kindergarten and some first grade teachers for the provision of language development programs for those students experiencing difficulty with reading acquisition.

D. School Based Mental Health Mental health services are contracted by the school district through the Northwest Tri County Intermediate Unit. The primary focus of this intervention is to deal with presenting behavior and/or emotional concerns in order to increase or maintain a student's participation in the least restrictive environment and instruction in the general curriculum.

E. Outpatient Clinic Safe Harbor Behavioral Health and NWSD collaborate on the operation of an Outpatient Clinic for the provision of ongoing treatment and counseling services to students in district buildings. Licensed therapists work out of several "satellite" sites authorized by the Department of Public Welfare and sessions are paid by Medicaid or private insurance coverage. Imbedding outpatient services within the district serves to reduce the disruption to the student's school day by enabling them to receive counseling with minimal time away from instruction, eases the burden of transportation and scheduling to parents, and increases opportunities for students to reliably participate in on-going therapy and treatment.

F. English as a Second Language (ESL) ESL services are regular education supports for students whose native language is one other than English. The ESL program in Northwestern School District utilizes ESL certified support teachers and classroom teachers to provide programs tailored to each student's individual needs. Anyone who has an interest, relationship and consistent contact with the student may be included in the ESL support plan. The range of services and options available include support from the student's regular education teacher/s in the classroom, itinerant support provided by certified ESL staff and/or instruction provided in ESL classrooms to facilitate the acquisition of English. Our program goal is to provide the highest quality of academic instruction while facilitating social integration in the least restrictive setting for **English Language Learners (ELLs)** in our district.

G. Wrap Around Services Wrap Around Services are offered in conjunction with county mental health providers who work with families and schools to support children's behavioral needs. Students who are eligible for Medical Assistance funding may receive the services of Therapeutic Staff Support (TSS), Behavior Specialist Consultative Services (BSC) and/or Mobile Therapy (MT) at home, in school, in the community, or in a combination of settings. Community experiences are encouraged to offer opportunities for students to expand social skills to other environments and enrich their repertoire of behaviors outside of home and school. NWSD collaborates with agency providers in the development of treatment plans to be implemented during school hours and is an active partner in the provision of these services. The district must

agree in advance as to the necessity of Wrap Around services in order for an agency to send staff into our schools.

H. School Based Resource Officer A School Based Resource Officer is assigned to our high school to interact on a consistent basis with clients and school staff. The Officer is a member of the Student Support Team in grades 9-12 to provide interventions for students at risk for becoming involved in criminal activity and classroom instruction as an intervention towards reducing risk-taking behaviors.

I. Drug and Alcohol Counselors are contracted service providers through Pyramid Healthcare who provide assessments, intervention and follow-up for students with substance abuse issues. They typically participate on secondary Student Assistant Program teams and provide input to school staff, parents and outside agencies. Additionally, a continuum of care is available through Pyramid including detoxification and inpatient treatment to partial hospitalization and outpatient services tailored to address individual needs.

J. Refocus Room (NWMS & NWHS) Sarah Reed provides providing on-site support services to students experiencing behavioral, emotional, and/or academic difficulties interfering with their success in school. The Refocus Room is staffed professional to assist and counsel students who are in need of some extra help and support to be successful in school. This could include brainstorming on handling situations in a more positive manner, discussing problems or issues the student may be experiencing in their personal life, learning coping and social skills, and/or academic help and tutoring.

Types of Service

Northwestern School District prides itself on the expansion of inclusive practices over the past several years. The district's capacity for providing differentiated instruction to a wide variety of learners has increased significantly. The district provides instruction to students with disabilities via the general education curriculum in the regular education setting more than any other placement option. The revised Chapter 14 regulations clarify the differences in the calculations for LRE and the percentage of time in which a student is categorized for instruction. The following parameters are to be used for Type of Service:

- 1. Itinerant** - Special education supports and services are provided by special education personnel for 20% or less of the school day.
- 2. Supplemental**- Special education is provided by special education personnel for more than 20% of the day but less than 80% of the school day.
- 3. Full-time** - Special education supports and services provided by special education personnel for 80% or more of the school day.

MS/HS - Daily % - (7 hours per day)

Class Periods in S.E.	% of time in Reg. Ed. For pg. 14 grid	Type of Support
1	90%	10% Itinerant
2	80%	20%
3	70%	30% Supplemental
4	60%	40%
5	50%	50%
6	40%	60%
7	30%	70%
8	20%	80% Full Time

NWE/SPG - Daily % - (6.5 hours per day)

15 Minute Increments
15 min
30 min
45 min
1 hr
1 hr 15 min
1 hr 30 min
1 hr 45 min
2 hrs
2 hrs 15 min
2 hrs 30 min

Percentages
4%
8%
12%
15%
19%
23%
27%
31%
35%
38%

2 hrs 45 min
3 hrs
3 hrs 15 min
3 hrs 30 min
3 hrs 45 min
4 hrs
4 hrs 15 min
4 hrs 30 min
4 hrs 45 min
5 hrs
5 hrs 15 min
5 hrs 30 min

42%
46%
50%
54%
58%
62%
73%
69%
73%
77%
80%
85%

Scheduling IEP Meetings

- Special Education Secretary will schedule the meetings. Please let her know immediately if there is a conflict.
- Invitations are mailed out to the parents at least two weeks prior to the IEP meeting date. Reminder calls will be made to the parents one day prior to the IEP meeting, and meetings may be rescheduled if requested by the parent.
- All participants for the meetings will be sent a schedule via email two weeks prior to the IEP meeting. This includes (principals, special education teachers, regular education teachers, therapists, Erie County Vo-tech & OVR if applicable).

Three documented written invitations, or written or verbal permission from the parent, are required prior to completing the IEP without the parent present.

Planning for IEP Meetings

- **Do not** allow an IEP to go on without an annual review any longer than one day less than one year from the date it was written in the previous year. A new IEP must be developed on time.
- The **teacher** is responsible for gathering data, writing the IEP, and presenting the IEP to parents. In some circumstances, a draft copy of the IEP should be sent home for parents to review prior to the IEP meeting. Parents are encouraged to read the draft at their leisure, make notes along the margins, and bring their copy with them to the meeting so that their concerns can be directly addressed. Laptops should be present during the meeting to make the changes that are agreed upon by the IEP team. Information should be solicited from parents and other school staff in advance for the development of this draft document whenever possible as a collaborative effort.
- If there are any concerns regarding particular requests to be included in the IEP they should be directed to the Special Education Supervisor PRIOR to the development of the draft document and meeting to ensure that there are sufficient resources and support for those requests.
- Many students receive services from specialist other than the special education classroom teacher. Related service providers or PCAs should be contacted in advance to contribute up to date information and write current goals and objectives.
- Teachers should meet with parents of students at risk for failure, document all parent conferences, and IEPs should reflect adjustments made to assist students in areas of weakness.

IEP Meetings

- Parents who do not show up for the scheduled meeting should be contacted immediately by telephone (preferably to have them participate via phone, or give permission to go ahead with the meeting).
- When sitting down to the IEP meeting, begin with introductions so everyone knows each member of the team and their position. Pass the signature page of the IEP, and only begin the meeting when all signatures are accounted for. Please remind team members that their signature on the IEP does not indicate agreement or disagreement with the contents of the IEP, but merely their presence at the meeting. Participants may participate via speakerphone if necessary. Also, please have the MA letter signed if applicable. Procedural Safeguards should be given to the parent at the beginning of each IEP meeting.
- Use positive language in the beginning of the meeting to set the tone. Talk about the student's strengths (everyone may offer input) and what they can do. Parent participation is essential to the development of the IEP for each student.
- Regular education teachers are required participate in all IEP meetings. They may contribute their input at the beginning of the meeting and be excused if the parent is in agreement and they have no additional questions for them. Regular education teachers or team members other than the designated representative may attend if they wish or may contribute written input to the meeting if the parent grants permission.
- Develop goals that conform to the PA Standards, and are able to be progress monitored by grading period with indications of achievement. Student's should have goals in their areas of identified need(s). This does not mean that they are in a special education classroom for this instruction. Students should be placed in their least restrictive environment as often as possible. Include the specific PA Standard with each academic goal. When appropriate for grade level, include PSSA, 4-Sight, and DRA results as the basis for identifying specific skills on which the student should be concentrating.
- Section I – Special considerations – check only boxes that apply. If you do check a box, it MUST be addressed in the IEP. If you check behavior you MUST have and FBA & PBSP attached to the IEP.
- “Other” section can be used for again range variance and waive (3 years in Elementary or 4 years in MS/HS) (i.e. Although there is more than three years between the youngest student in the room and “Joey” the IEP team is in agreement that it will not adversely affect implementation of “Joey’s” IEP and FAPE will be maintained for him.) * *There is a waiver in IEP Writer to have the parent sign.*
- A Communication Plan is required if the student is Deaf or Hard of Hearing.
- Team members who have questions that can't be readily addressed after the IEP has been discussed, may request to have the meeting adjourned and reconvened with additional staff or information as necessary.

- Parents are encouraged to bring an advocate, friend, or agency professional to the IEP meetings. Members should have knowledge of the student and contribute to the development of their plan. Parents should notify the district in advance if they plan to bring an attorney so that the district is afforded the opportunity to have legal counsel present as well.

Timelines

- IEP meetings must be held within 30 calendar days after a student is evaluated or re-evaluated.
- Evaluations are to be completed within 60 calendar days of the Special Education office receiving the signed Permission to Evaluate.
- If the NOREP is not returned within 10 calendar days of being sent home, the district has permission to implement the NOREP as written.

Evaluation/Reevaluation Procedures

- Collaboration between the school psychologist and the special education teacher is expected.
- The special education teachers are expected to contribute information relevant to the student through IEP Writer (Present Levels).
- Routine reevaluations will occur every three years unless they are waived by the parent in writing. MR reevaluations occur every two years, and are NOT able to be waived.
- The IEP must be done within 30 calendar days following an evaluation or reevaluation.

NOREPs

- NOREPs must match educational placement, and will be completed by the designated LEA (Special Education Supervisor or Building Principal).
- Revocation of Consent – parents submit their request in writing, and a Revocation NOREP will be issued. Until this NOREP is back to the Special Education Office with ALL signatures complete, Special Education Services will continue. Should parents want their child returned to Special Education Services, an initial evaluation will be required to begin the process again.

Paraprofessionals

- Instruction is provided by the special education teacher. However, the paraprofessionals can conduct practice, review, and follow up activities with students.
- Paraprofessionals should spend most of their time interacting with a student or students, and spend limited time doing clerical tasks. When a paraprofessional is absent, a substitute will be brought in whenever possible. Plans should be made in advance to cover potential absences.

Caseload

- **It is the teacher's responsibility for making sure all of their students on their caseload are in compliance with special education documents!**
- It is very important for teachers to keep information included on class lists up to date. If there are changes please notify the Special Education Secretary immediately.
- All original documents must be sent to the special education office, prior to sending them, make sure there are copies for the building files and yourself if you keep additional files.

Procedural Safeguards Notice

- Procedural Safeguard's must be presented to the parents once per year at the IEP meeting.
- If the Procedural Safeguard is mailed to the home of an MR student it must be sent via certified mail.
- Procedural Safeguards **MUST** also be presented upon:
 - Notice of disciplinary change of placement
 - Initial referral
 - Parent request for evaluation
 - Parent request for Procedural Safeguards
 - First occurrence of a due process complaint/State complaint in a school year.

Do NOT forget to get this section signed in the IEP!

Specially Designed Instruction

- **MUST** be distributed to all necessary teachers at the beginning of the school year, and when it is updated or changed.

Restraints

- A restraint is conducted only if the child is in danger of hurting himself or others.
- Personnel must be trained in CPI
- Notify supervisor and administrator immediately!
- The IEP team **MUST** meet within 10 school days unless the parent signs the waiver agreeing to waive the meeting.

Northwestern School District
100 Harthan Way, Albion, PA 16401-1368
Phone: (814) 756-9400 Fax: (814) 756-9414 web address: www.nwsd.org

Dr. Karen S. Downie, Superintendent

Mr. Paul P. Sachar, Business Manager

Dear _____,

Your child _____ was involved in a restraint.

You can expect to hear directly from the classroom teacher or other representative of the school program via a telephone conference (this may have taken place already).

Physical management of any student is something we take very seriously. In order to further discuss this issue and the circumstances that surround it, you have the opportunity to participate in an Individualized Education Program (IEP) meeting, which, according to the Chapter 14 Regulations, must take place within 10 school days.

You also have the option of waiving this IEP, should both you and the rest of the IEP team feel that the IEP and Behavior Program are meeting your child's needs.

Please indicate by checking in one of the boxes below, whether you would prefer to have an IEP meeting or if you wish to waive it.

☐ I would like to schedule an IEP Meeting in the next 10 School Days. I am available on the following dates and times:

- _____
- _____
- _____

☐ I would like to waive the IEP Meeting required by Chapter 14 for the PA School Code.

Reason for waiving the meeting: _____

Person Completing This Form (Printed): _____

Signature: _____

Date: _____

This form should be completed and returned to your child's teacher.
(Classroom teacher will submit copy to supervisor/classroom file/original to perm. file)

Please contact Kristen Rutkowski (756-9400 ext. 2201) should you have any questions or concerns regarding this form.

Present Levels of Academic Achievement and Functional Performance

- “Snapshot” of the student’s performance in his/her current educational placement and indicate instructional level.
- State in a succinct, clear, and concrete manner level of performance in all “relevant” areas/subjects.
- If already in special education – make a statement regarding progress toward annual goals.
- This information provides “baseline data” for developing the IEP.
- Any “special considerations” that are checked in Section I must be addressed in present levels! When behavior is checked as a special consideration “assessment” data must be included here!
- Academic Achievement – how the student is performing within the general education curriculum including reading, writing, and math.
- Functional Performance – activities of daily living (i.e. hygiene, dressing, feeding, etc.) basic consumer skills, social and behavioral skill levels, FBA if appropriate, and transition information. If there are no deficits in this area make a simple statement such as, “Joey’s functional performance in all areas is age appropriate”.
- Include PA Academic Standards.

How Disability Affects Progress

- This section should drive the remainder of the IEP and be clear enough to support continuation, elimination or need for services included in the IEP.
- Reference to PA Academic Standards and/or Assessment Anchors may be addressed in this section.
- List strengths.
- List needs related to their disability...any need listed MUST be addressed in subsequent sections of the IEP!!!
- Statement of how their disability affects involvement and progress in the general education curriculum.

Goals and Objectives

- Goals should be based or referenced to PA Standards/ Assessment Anchors/PA Alternate Standards.
- Remember when you are developing a goal you need to estimate what outcome you can expect in a 12 month period!
- There should be a direct relationship between annual goals and PLEPs.
- Why? To provide clear focus for instruction, clear basis for progress monitoring, and to communicate clear expectations to others!

Annual goals must be measurable! They must contain:

- Condition – clear description of the assessment material that will be used to evaluate the learning outcome.
- Name
- Behavior – in **measurable** and directly **observable** terms tell what the student will actually do.
- Three component criteria:
 - Level student must demonstrate for mastery – often a % or rate.
 - Number of times the student should demonstrate that level.
 - Evaluation schedule – how frequently the teacher plans to assess student mastery.
- PSSA – goals only PASA – goals & objectives

Progress monitoring without data is ONLY an OPINION!!!

- Progress monitoring should be linked to the day-to-day instructional and assessment process.
- Evaluate the data.
- Make instructional decision.
- Communicate to the parents – this reporting **MUST** be done concurrent with the issuance of report cards.
- **This is part of the IEP...make sure it is attached to the original IEP in the school file each marking period! Send the original to the Special Ed. Office and a copy MUST be mailed home to the parent at the end of each nine weeks!!!**

Best Practice:

- Make sure your name and date your report.
- Use a visual graph/chart to report progress.
- Make sure you reference the annual goal.
- Make sure you list instructional decisions.

Specially Designed Instruction

- Adapting, as appropriate, methodology, content, or delivery of instruction to meet each child's unique needs resultant from their disability and to ensure access to the general education curriculum so that he/she can meet the educational standards.
- Specially designed instructions should be specific to the child's needs.
- A few examples:

Visual schedules	Small group instruction	Calm verbal redirection
Tests read aloud	Modified tests	Close proximity to adults
Extended time	Peer buddy	Behavior point sheet
Shortened assignments	Scribing	Social skill instruction
Structured teaching methods	Kurzweil	Connecting Math Concepts
Wilson Reading	Use computer for written assignments	Structured study guides
Graphic organizer	Social stories	CBEP
Highlight critical information	Verbal/physical prompts	Tangible reinforcers

- Location = where they are receiving the service.
- Frequency = how often the child will receive the service – be specific and clear...NEVER use “as needed”.
- Projected beginning and anticipated duration dates - always fill in these dates!

Related Services and Supports

Typical related services:

- Transportation
- Nurse
- Speech therapy
- Occupational therapy
- Physical therapy
- Personal care assistant

Possible for supports for school personnel:

- IU 5 Special Education Supervisor
- IU 5 TAC staff
- Assistive Tech Consultant
- OT/PT Consultant
- Clinical Support Team
- Collaboration between regular ed. teacher and special ed. teacher.

Extended School Year

ESY is an IEP team decision based on the following factors:

- Regression
- Recoupment
- If difficulty with regression and recoupment make it unlikely that the child will maintain skills relevant to the IEP goals/objectives.
- Mastery of an important skill/behavior at the point that programming will be interrupted.
- Skill/behavior is crucial for independence or self-sufficiency.
- Successive interruptions in educational programming result in student withdrawal from the learning process.
- Whether the student's disability is severe.

No single factor will be considered determinative!

Reliable sources of information: progress on goals in consecutive IEPs, progress reports, reports by parents, medical reports indicating degenerative type difficulties.

Sample ESY statements:

- The IEP team considered and discussed ESY services for "Joey" by reviewing the seven point factors outlined in 14.132 ESY and determined that ESY is not necessary in order to provide a FAPE.
- The IEP team considered and discussed ESY services for "Joey" and determined that ESY is necessary in order to provide a FAPE due to...list the appropriate decision points.

When ESY services ARE offered:

- IEP must contain a description of the type and amount of service.
- IEP must contain projected beginning dates, anticipated duration of service, frequency, and location of service.
- Grid must be finalized by the end of February!
- NOREP must contain ESY! Always check, if it does not then the LEA must issue a new NOREP!

ESY must be determined by February 28th, and NOREP issued by March 31st for students in the Target Group:

- Autism/Pervasive Development Disorder
- Serious Emotional Disturbance
- Severe Mental Retardation
- Degenerative impairments with mental involvement
- Severe Multiple disabilities

ESY determination for students other than the target group must be done in a timely manner.

Educational Placement

Type of Support (Time)

Always check the NOREP- Type of Service and type of Support on the IEP and NOREP must match! If they don't the LEA must issue a new NOREP that matches the current IEP.

Location of Service

- The first consideration for placement of the student is always his/her neighborhood school (the school they would attend if they did not have an IEP).
- List the name of the school district where the IEP will be implemented.
- List the name of the school building where the IEP will be implemented.

Least Restrictive Environment (LRE)

- Refers to having the student participate in general education to the maximum extent possible with non-disabled peers.

Educational Placement

- Refers to the type of special education service(s) the student receives, regardless of whether it is with general education or non-disabled peers.

It is the responsibility of the LEA to ensure that to the maximum extent appropriate students with disabilities are educated with children who are not disabled.

Questions the IEP team must review and discuss:

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the regular education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with non-disabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent:

- **Always** fill this out!!!
- Always consider the child's participation in the regular education classroom and general education curriculum.
- Be clear and specific in your explanation.
- **Summary of Student Performance** must be completed for all students who graduate or age out.

Functional Behavior Assessment

The **goal** is to achieve a comprehensive understanding of the student and the nature of the problem behavior in relation to the student's environment.

What is it?

- A team process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors.
- Information gathering procedure that results in a hypothesis about the functions(s) that the behavior is serving for the student.
- Process that results in the identification of environmental antecedents and consequences that are maintaining the behavior.
- Information used to develop an effective and efficient behavior plan.

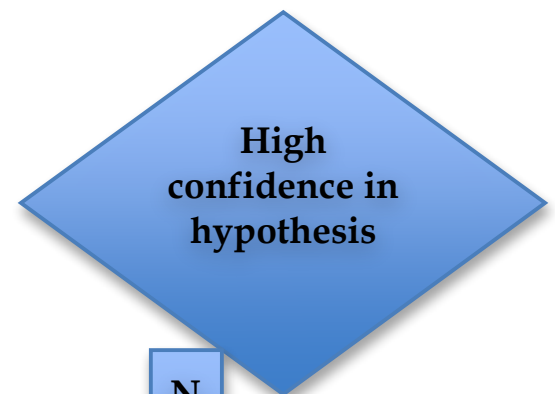
When?

- When behaviors **SIGNIFICANTLY** interfere with the student's learning or that of peers despite consistent implementation of behavioral interventions developed from less formal assessments.
- **Behaviors persist despite documented interventions.**
- **Is at risk to anyone's safety.**
- **Results in chronic discipline or suspension.**
- **May result in more LRE issues.**
- Required by IDEA 04 when a disciplinary change in placement occurs (exclusion of a student with a disability) for:
 - More than 10 consecutive school days
 - More than 15 cumulative school days in one school year.
 - When school days 11-15 constitute a pattern of exclusion.
 - An exclusion of even one school day for a student with mental retardation.

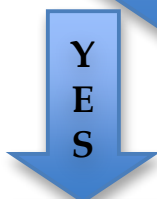
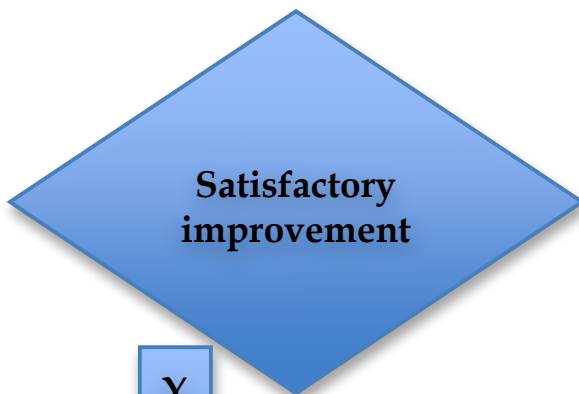
IEP teams determine that the student's behavior impedes his/her learning or that of others.



Conduct Functional Assessment



Develop a Positive Behavior Support Plan



Monitor & modify PBSP regularly



Conduct full Functional Assessment



Develop Positive Behavior Support Plan



Chapter 14

New Requirement

Why?

Completing the FBA results in...

- Development of a specific, clear description of the behavior of concern.
- Identification of the environmental factors (antecedents and consequences) that correspond with occurrences of the behavior.
- Development of summary statements that identify the perceived functions(s) of the behavior of concern.
- Forms the basis of the BIP – matching intervention with assessment.

FBA Levels

Informal	<ul style="list-style-type: none">• Archival review• Problem solving meeting
Indirect – 30% reliability in identifying function * need Permission to Evaluate	<ul style="list-style-type: none">• Checklist• Functional Assessment interview• Initial line of inquiry
Direct Observation – 60 – 80% reliability * need Permission to Evaluate	<ul style="list-style-type: none">• A-B-C data• Structured and planned observation

How?

Step 1 – Interview

- A team of persons who have observed the behavior of the student in a variety of settings and conditions completes the interview questions focusing on antecedents, behaviors, and consequences.

Step 2 – Director observation

- Data collection is obtained through direct observation in the student's natural environment. Objective data to refute or support the interview information leading to a more accurate hypotheses formation.

Step 3 – Summary

- The team summarizes the interview information and data collection during direct observation to form one or more hypothesis identifying the function the behavior is serving the student. This information is used to build a PBSP. Ongoing data collection during the intervention phase will measure progress for necessary revision.

Building Behavior Support

Student: _____ Grade: _____ School: _____ Date: _____

<p>Setting Events "slow triggers"</p>	<p>Triggering Antecedents "fast triggers"</p>	<p>Problem Behavior</p>	<p>Maintaining Function/Consequence "The student engages in the problem behavior in order to: get...or get away from..."</p>
↓	↓	↓	↓
<p>Setting Event Interventions - Prevent the problem behavior. "Strategies to reduce the occurrence/impact of the setting events."</p>	<p>Triggering Antecedent Interventions - Prevent the problem behavior. "Strategies to reduce the occurrence/ impact of the triggering antecedent."</p>	<p>Replacement Behavior Interventions Make the problem behavior unnecessary. Skills/ behavior/ response we will teach the student to do instead."</p>	<p>Managing the Maintaining Function/Consequence <u>Encourage positive behavior.</u> Desired reinforcers to deliver after the student engages in the desired or replacement behavior. <u>Discourage problem behavior.</u> Negative consequences to deliver after the student engages in the problem behavior.</p>

Identifying Setting Events (Slow Triggers)

Listen for, ask about, and investigate broader issues that may be influencing behavior:

- Daily activity schedule
- Predictability of routines
- Variety of activities or materials
- Social relationships
- Preferences of the student

- History of intervention
- History of academic success and failure
- Medical and physical issues (nutrition, illness, medications, and sleep patterns)

Identifying Antecedent Events (Fast Triggers)

Listen for, ask about, and investigate under what circumstances is the behavior most/least likely:

- Changes in the environment
- Availability and organization of materials
- Opportunity for choices
- Times of day/activities
- Clarity of expectations
- Reinforcement of expected behavior
- Nature of interactions (tone, proximity, contact)
- Amount and type of attention (peers, adults, groups)
- Access and quality of assistance and supervision
- Activity/ task clarity
- Student's ability matched to the tasks assigned
- Length of engagement
- Pace of instruction
- Hunger, fatigue, thirst, or discomfort

Identifying/Maintaining Consequences

Listen for, ask about, and investigate what they get and what they avoid:

- Social reaction/attention
- Proximity of contact
- Changes the sequence of activities/routines
- Clarifies expectations
- Increases assistance for adults or peers
- Access to materials, activities, food or drink
- Sensory stimulation or reduction
- Changes in the physical environment
- Allows space or movement
- Delays activity/event
- Avoid negative peer attention (ridicule)

Developing the Hypothesis

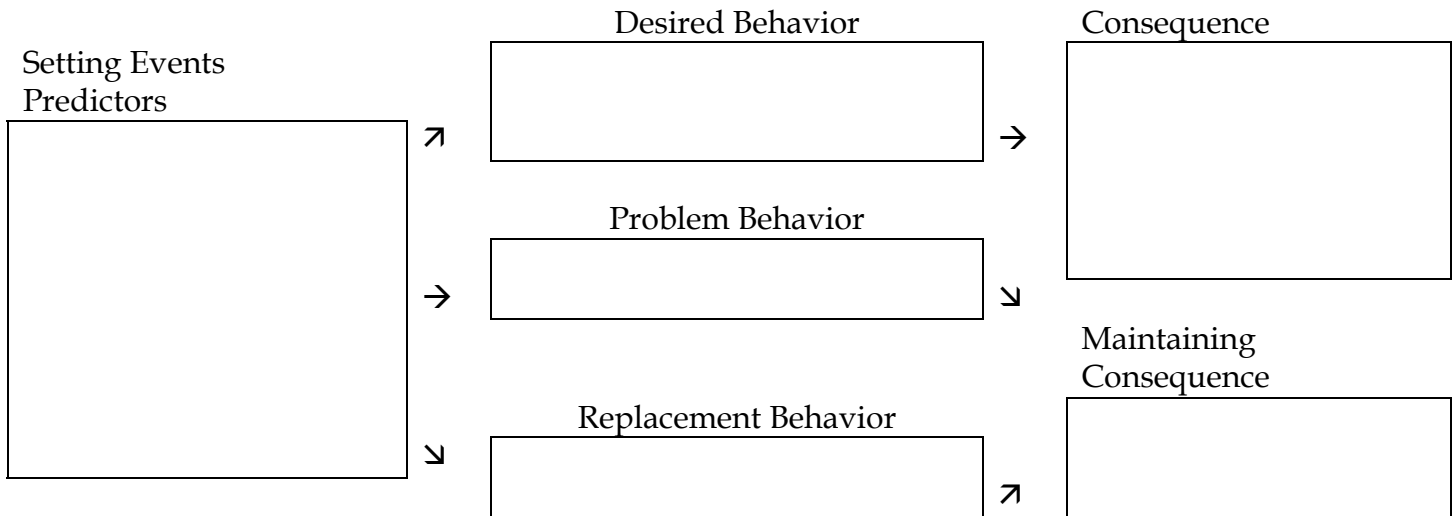
A Script:

- When (**antecedent**), student will (**behavior of concern**) in order to (**perceived function of the behavior of concern**).

Designing Effective Positive Behavior Support Plans

...the connection between assessment and intervention.

Building a Positive Behavior Support Plan



What are ways to change the context to make the problem behavior unnecessary?	What are ways to prevent the problem behavior?	What can be done to increase expected behaviors or to teach a replacement behavior?	What should happen when a problem behavior occurs?	What should happen when desired or replacement behavior occurs?
<ul style="list-style-type: none"> ✓ Clarify rules & expected behavior for whole class ✓ Written contract with the students ✓ Student self-manipulator sheet ✓ Change seating arrangements ✓ Change schedule ✓ Counseling ✓ Other 	<ul style="list-style-type: none"> ✓ Reminders about behavior when problem behavior is likely ✓ Provide extra assistance ✓ Modify assignments to match student skills ✓ Other 	<ul style="list-style-type: none"> ✓ Practice expected behavior in class ✓ Self-management program ✓ Other 	<ul style="list-style-type: none"> ✓ Reward/punishment program ✓ Contact with parents ✓ Reduced privileges ✓ Time out ✓ Office referral ✓ Reprimand in class ✓ Other 	<ul style="list-style-type: none"> ✓ Reward program? ✓ Praise from teacher ✓ Other

Changing Behavior Successfully

- Prioritize and only work with one or two behaviors at a time.
- Define the desired behaviors in observable terms.
- TEACH the behaviors you want the student to exhibit.
- Require only gradual improvement in behavior.
- Use procedures that are easily implemented and inexpensive.

Remember...behavioral problems are usually related to skill deficits!!!

Positive Behavior Support Plan – components

- Measurable goal – target behavior
- Specially designed instruction:
 - Prevention (antecedent) strategies
 - Replacement behavior (achieving the same function)
 - Consequences (reinforcement) for when the student performs the replacement behavior.
 - Consequences (procedures to follow) when the student performs the behavior of concern.

Parts of the Goal

- Condition – a clear description of the assessment material that will be used to evaluate the learning outcome.
- Student name
- Clearly defined behavior – using **measurable** and **directly observable** terms tell what the student will actually DO!
- Performance criteria – three components
 - Criterion level – functional performance level that student must demonstrate for mastery (% or rate)
 - Number of times the student should demonstrate that level.
 - Evaluation schedule – how frequently the teacher plans to assess student mastery.

Preventative

- Prevent problem behaviors from occurring by modifying the contextual influences of behavior.
- Prevent problem behaviors from occurring by removing or modifying the circumstances that cause the problem behavior to occur.
- Modify the environment so that desired behaviors are more likely to occur.
- Benefits of Antecedent/Setting events:
 - Very powerful and often provide immediate feedback
 - Proactive vs. reactive
 - Ethical for of intervention
- Effectiveness?
 - Dependent on an accurate assessment of environmental influences. Once identified the specific events can be removed or altered to prevent the behavior from occurring.

What can we change?

Setting events:

- ✓ Daily routines
- ✓ Seating arrangements
- ✓ Timeline demands
- ✓ People
- ✓ Location
- ✓ Classroom environment
- ✓ Transition notices
- ✓ Visual routines

Curricular modifications:

- ✓ Choices
- ✓ Presentation of material
- ✓ Pace of instruction
- ✓ Organization of materials
- ✓ Multi-modal instruction
- ✓ Chunk information

Interaction changes:

- ✓ Tone of voice
- ✓ Reactions
- ✓ Increased praise
- ✓ Motivation
- ✓ Mutual respect
- ✓ Anticipation of behaviors

Increase of desired behaviors

- ✓ Provide preferred activities
- ✓ Allow for student control via choices
- ✓ Increase accessibility to material and activities
- ✓ Limit down time

Skills Training

- Replacement - an alternative skill that serves the same function (ex. "Am I doing good work?" vs. "I can't do this f..ing paper!")
- General - academic, social, or communication skills that would prevent the problem behavior.
- Coping - self-regulation skills to help with difficult and frustrating situations (ex. Anger management training or relaxation techniques).

Reinforcement - Must be positive!

Keys to success:

- Rate - how often
- Immediacy - how quickly
- Quality - how preferred

Consequence Strategies

- Reduce the effectiveness of behavior
- Make the problem behavior irrelevant, inefficient, and ineffective.

Critical questions:

- Are the consequences always used with other interventions?
- Are the consequences functional?
- Are the consequences age-appropriate and acceptable for typical students?